DOCUMENT RESUME

ED 082 114 CG 400 095

AUTHOR	Kopita, Ronald R., Comp.
TITLE	Searchlight: Relevant Resources in High Interest Areas. 13U Update Search. Support Personnel.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Sep 73
CONTRACT	OEC-3-6-002487-1579(010)
NOTE	14p.
AVAILABLE FROM	Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 ($1.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; Literature Reviews; *Nonprofessional Personnel; *Paraprofessional School Personnel; *Pupil Personnel Services; *Resource Materials; School Aides; Training

ABSTRACT

This updated search of the ERIC system, "Dissertation Absfracts", and the journal literature yielded 41 documents which focus on programs that have trained and utilized paraprofessionals (K-16) with a look at outcomes and potential adoptability. (SD)

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searchlight

Relevant Resources in High Interest Areas

13U UPDATE SEARCH

Compiled by Ronald R. Kopita

September, 1973

A focus on programs that have trained and utilized paraprofessionals (K-16) with a look at outcomes and potential adoptability.
(41 document abstracts retrieved)

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Support Personnel

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

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Journal Articles

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ERIC Documents

ED 065 812 CG 007 404

Gluckstern, Norma B.

Parents as Lay Counselors: The Development of a Systematic Community Program for Drug Counseling.

Pub Date 72

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Citizen Participation, *Community Programs, *Counseling, Counseling Effectiveness, Counseling Goals, *Counselors, *Drug Education, Helping Relationship, Instructional Programs, *Microcounseling, Paraprofessional School Personnel, Parent Counseling, *Parent Participation, Training

The purpose of this study was to determine whether or not short-term training (60 hours) could produce paraprofessional counselors, competent in counseling skills, who would work effectively in their home-community on drug related problems. Three distinct areas of concern were evaluated: the effect of the program on the trainees with regard to drug knowledge and attitudes, the effect of the training upon the trainees with regard to counseling skills acquisition, and the role the trainees played in the community seven months after training. The results of the study indicated that the trainees did in fact learn the skills taught and did maintain them over a period of time, but the community effectiveness was a far more difficult thing to achieve. (Author)

ED 066 535 UD 012 869

Ireland, Vera M. *Lauchner, Jan*

Luckie Street Elementary School, 1970-71. Research and Development Report, Volume 5, Number 36.

Atlanta Public Schools, Ga.

Pub Date Mar 72

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, Counseling Programs, *Elementary Schools, *Experimental Schools, Health Education, Instructional Programs, Parent Participation, *Program Evaluation, *Public Schools, Reading Programs, Teacher Aides, Tutorial Programs, Typewriting, Volunteers

Identifiers—*Georgia

The goal for the instructional program at Luckie Street Elementary School was to improve instruction in all subject areas at all grade levels. However, reading was identified as the subject area which would be emphasized in grades one through seven, with special help for grades one through three, through the Comprehensive Instructional Program. The special or supplementary programs were aimed at enriching and/or strengthening the regular instructional program. The goals or objectives of some of the programs are as follows: (I) Reading programs: the overall objective was that pupils gain at the rate of one grade level per year; (II) Volunteers for Reading: the goal was to assist teachers with the instruction of reading; (III) Tech Brother Programs: the goal of this program, involving 24 Georgia Tech Students working with 24 pupils on a one-to-one basis, was to provide the pupil with a model male image while engaging in remedial tutorial and enrichment activities; and, (IV) Program for Education and Career Exploration: the overall goal was to provide pupils with experiences and information that will serve to help them formulate a basis upon which appropriate educational and occupational choices can be made at future major decision points. (Author/JM)

ED 066 644 AC 012 792

Linder, William W.

Utilization of Nonprofessionals as Systemic Linkage in a Directed Social Change Program.

Mississippi State Univ., State College. Cooperative Extension Service.

Spons Agency—Federal Extension Service (DOA), Washington, D.C.

Pub Date Jan 69

Note—78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Action Programs (Community), Adult Educators, Attitudes, Behavior Change, Change Agents, *Disadvantaged Groups, Economic Disadvantagement, *Extension Agents, Home Economics Teachers, Living Standards, *Nonprofessional Personnel, Program Effectiveness, Research Reviews (Publications), *Rural Areas, *Social Change, Socioeconomic Background

Identifiers—*Mississippi

A Cooperative Extension Service action program in seven Mississippi counties, utilizing a nonprofessional approach to reach disadvantaged families with educational programs, is reviewed. Subprofessionals were utilized as systemic links between professional adult educators (home economists) and disadvantaged clientele. The report is divided into four phases. They are: (1) a socioeconomic description of home economists, Extension aides, and selected families being assisted in the pilot counties; (2) level of living index for the three groups; (3) an attitude study of home economists and Extension aides toward the poor; and (4) measurement of any changes in the practices of participating families as a result of the Extension aide efforts. The results indicated that behavioral changes did occur, and it is felt that these changes plus the establishment of working relationships are indicative of the effectiveness of systemic links as a means of creating change. It is suggested that these pilot study results indicate that action agencies should consider the use of aides as a means of expanding and strengthening program efforts for the disadvantaged. This type of program is thought to have meaning for rural sociologists by providing an opportunity to apply principles of the experimental design in a laboratory setting. (Author/JS)

ED 066 679 CG 007 348

Allen, Dean A.

Peer Counseling and Professional Responsibility.

Massachusetts Univ., Amherst.

Pub Date Apr 72

Note—12p.; Paper presented at the Fiftieth Annual Conference of the American College Health Association, April 18-22, 1972, Atlanta, Georgia

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Interprofessional Relationship, Nonprofessional Personnel, *Paraprofessional School Personnel, *Professional Personnel, *Responsibility, Subprofessionals

The author discusses the responsibilities that professional counselors have for and to paraprofessionals who work in their field. He mentions seven areas of professional responsibility related to the training and use of paraprofessionals: (1) responsibility for the overall planning of training and service programs; (2) responsibility for role definition; (3) training functions of professionals; (4) client acceptance of paraprofessionals; (5) aiding of paraprofessionals in career mobility; (6) consideration of monetary compensation; and (7) legal liability. The author concludes that the main responsibility of professionals in providing humane and effective services is to encourage the creative potential for work of the paraprofessionals. Paraprofessionals need help in training, supervision and standard-setting, as well as enthusiastic and responsible partnership. (Author/WS)

ED 066 700 CG 007 537

Liston, Walter

Evaluation Report of Format for Development of In-Service Training for Child Serving Sub-Professionals.

New Orleans Dept. of Welfare, La.

Pub Date Jun 72

Note—125p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Child Welfare, *Cross Cultural Training, Inservice Courses, Inservice Education, *Inservice Programs, *Nonprofessional Personnel, *Subprofessionals, Training Objectives, Volunteer Training

Para-professional personnel were recruited from various child-care agencies in the New Orleans area to participate in a training program. Questionnaires were used in selecting trainees. After the needs of the trainees were identified, trainees were selected who had the appropriate skills to deal successfully with these para-professional needs. The training staff developed curriculum inputs to be presented to the para-professionals. The inputs were developed and tested for relevancy. Objective tests were administered to the para-professionals to obtain a description of the population. The findings were valuable in assisting training staff to prepare relevant curriculum units. Also, posttesting was done to determine whether there were significant attitudinal changes resulting from the training program. Two pilot projects emerged from the training program. One served as an agent to help divert young people away from the courts and correctional institutions. The other emphasized the understanding of Spanish speaking culture and language. (Author)

ED 067 383 SP 005 875

Shank, Paul C. *McElroy, Wayne R.*

The Paraprofessionals or Teacher Aides: Selection Preparation and Assignment.

Pub Date 70

Note—86p.

Available from—Pendell Publishing Co., P. O. Box 1666, Midland, Mich. 48640 ($4.95)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Nonprofessional Personnel, *Paraprofessional School Personnel, *School Aides, *Teacher Aides, *Teaching Assistants

This handbook provides teachers and school administrators with a guide for the selection, preparation, and assignment of teacher aides; sets forth practical information for teacher aides; and presents preparation programs. Four major areas concern an introduction, selection of teacher aides, preparation programs, and assignment of teacher aides. The introductory chapter provides an overview of the administrative responsibility, the teacher and aide relationship, and the teacher aide. The second chapter presents the pattern of selection of teacher aides. Major concerns include determination of needs, tasks aides can perform, organizational patterns, recruitment of teacher aides, application and evaluation of written applications and interview sessions. The chapter concerning preparation programs presents three methods of organization for the teaching of these lessons. The assignment of teacher aides reviews the areas of responsibility, flexibility, growth, and evaluation. The handbook is designed to help teacher aides as well as administrators. (MJM)

ED 067 366 SP 005 833

Volunteers in Education. Regional IX Workshop.

Des Moines Area Community Coll., Ankeny, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—98p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Paraprofessional School Personnel, *School Aides, *Teacher Aides, Volunteers, *Volunteer Training, *Workshops

Identifiers—*Project Motivate

OBJECTIVES: To develop workshops which would assist localities in initiating, expanding, or improving their educational volunteer program. DURATION: A 3-day workshop from April 15-19, 1971. AUDIENCE: Educational Volunteers. CURRICULUM: The main topic concerned volunteers in education, education as a function of the total community, voluntary action, and education. TEACHING METHODS: The workshop made use of panel discussions, speeches, and film. MATERIALS: Booklets and films. EVALUATION: A subjective evaluation was presented which summed up the problems and concerns presented. MODIFICATIONS: None. (MJM)

ED 067 384 SP 005 876

Brighton, Howard

Handbook for Teacher Aides.

Pub Date 72

Note—131p.

Available from—Pendell Publishing Co., P. O. Box 1666, Midland, Mich. 58640 ($5.95)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Educational Programs, *Paraprofessional School Personnel, *Teacher Aides, *Teaching Assistants, *Training

This handbook provides practical answers to the questions most often asked by prospective and practicing teacher aides. Eight chapters cover areas of concerns indicated by the questions presented. The chapters cover an overview and introduction to the teacher aide program; the structure, function, and purpose of the program; views and future trends; procedures involved in the selection of teacher aides; training teacher aides; employment conditions for aides; classroom conditions; and various aide categories and their responsibilities. A glossary and a 22-item bibliography are included. (MJM)

ED 067 385 SP 005 877

Brighton, Howard

Utilizing Teacher Aides in Differentiated Staffing.

Pub Date 72

Note—245p.

Available from—Pendell Publishing Co., P. O. Box 1666 Midland, Mich. 48640 ($5.95)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Differentiated Staffs, *Nonprofessional Personnel, *Paraprofessional School Personnel, *Staff Utilization, *Teacher Aides

This book is a guide for educators or administrators responsible for implementing a teacher aide program. Eleven chapters are devoted to answering questions grouped under major areas of concern. These chapters include the teacher aide concept, goals and benefits of teacher aide programs, the question of volunteer or paid aides, legal status and responsibility of aides, initiation of the program, enhancing the teacher aide program, classification of teacher aides, selection of teacher aides, aide training, utilizing the aide, and specific examples of special aide usage. The appendix presents an overview of the volunteer effort at Michigan State University. A glossary and a 64-item bibliography are included. (MJM)

ED 067 429 UD 012 930

Sciara, Frank J. Jantz, Richard K.

A Report of the Evaluation of the Effectiveness of Teacher Aides in Indianapolis Model Cities Schools.

Indianapolis Public Schools, Ind.

Pub Date Apr 72

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Compensatory Education Programs, *Elementary School Teachers, Evaluation Techniques, Paraprofessional School Personnel, Participant Satisfaction, *Personnel Evaluation, Program Evaluation, Role Perception, School Surveys, *Teacher Aides, *Teacher Attitudes, Urban Education, Urban Schools

Identifiers—*Indiana, Model Cities

This study is concerned with the effectiveness of teacher aides in the eight Indianapolis Model Cities Schools as perceived by themselves and others. These paraprofessional personnel were hired for two basic purposes: (1) to provide additional help to teachers and children in the classroom, and (2) to provide career opportunities for a limited number of indigenous residents from the school attendance areas. These two basic purposes were resultant from the apparent need for additional adults to whom children could relate and interact in a positive way during the school day, as well as an approach which provided employment opportunities as an encouragement for furthering the formal educational background of those hired as teacher aides. Aides who were hired from this commitment were those whom Model Cities School personnel thought would benefit both the children in the schools and themselves as teacher aides. These determinations were made primarily upon the basis of personal interviews. The formal educational background of those hired varied greatly. Some were high school graduates; others were not. A number of training sessions were held with them to assist them in upgrading their own personal skills and job skills so as to be of greater assistance in the school of their employment. (Author/JM)

ED 067 731 EA 004 515

A Coordinator's "How To Do" Handbook.

Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.; Washington Technical Inst., Washington, D.C.

Report No—OE-BEPD-Proj-008011

Pub Date Dec 71

Grant—OEG-0-70-4220(725)

Note—95p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Programs, *Guidelines, Human Resources, Human Services, *Instructor Coordinators, Personnel Selection, Program Guides, Public Relations, Pupil Personnel Workers, School Aides, School Personnel, Student Needs, Tutorial Programs, Tutoring, *Volunteers, *Volunteer Training

Identifiers—*Project VOICE

This document was written as a functional guide for those responsible for coordinating volunteers in education and provides the background information needed for setting up, running, and evaluating a volunteer program. Ten chapters cover the procedures for recruitment and promotion, interviewing and placement, orientation, and training of volunteers in the various capacities for which they are needed in the schools; answer questions concerning the identity and role of coordinators; specify the qualifications and public relations skills requisite to the position of coordinator; and provide specifications against which the volunteer program can be measured on a continuing basis. Because it falls outside the responsibility of the volunteer coordinator, the funding aspect of a volunteer program is bypassed. An extensive 10-page bibliography is included. (Author/DN)

ED 068 861 CG 007 569

Anderson, David C. Kraus, Bernard S.

Management of Paraprofessionals: Delivery of Professional Human Services.

Pub Date Apr 72

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Relations, Family School Relationship, *Human Relations, *Nonprofessional Personnel, *Paraprofessional School Personnel, *Parent Child Relationship, School Aides, *School Community Relationship, Student School Relationship, Teaching Assistants

Identifiers—New York, SPAN Rochester

The intention of this paper was to propose certain principles and strategies for the "professional" use of paraprofessionals in education. It was stated that uncredentialed persons on school district payrolls are given few genuine opportunities to interact professionally with children, parents, and helping agencies, thus creating a waste of resources and a form of discrimination. These conclusions are supported and alternatives are offered by the reporting of observations gleaned from participation in programs utilizing paraprofessionals. The primary source referred to was School Parent Advisors to the Neighborhood (SPAN), a project based in Rochester, New York, that employs 33 adults as home-school-community relations workers. SPAN is a consistent, visible bridge between school and neighborhood. The 33 SPAN workers work with staffs of public and parochial, elementary, prekindergarten, and secondary schools. They work toward a number of goals, most importantly at motivating and involving parents in dealing with the educational needs of their children. (Author/BW)

ED 068 874 CG 007 588

Meyer, Marilyn And Others

A Training Method to Teach Paraprofesionals Peer Counseling.

Pub Date 27 Mar 72

Note—27p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, College Freshmen, *College Students, Counseling, *Counseling Goals, Counselor Qualifications, Educational Counseling, *Group Counseling, *Nonprofessional Personnel, *Peer Groups, Peer Relationship, Training, *Underachievers

The training methods used to develop peer counselors to colead counseling groups and provide both remedial and preventive counseling to academically able freshmen who have never performed at a level in keeping with their potential are described. Freshman subjects were selected on a voluntary basis from those who scored in the top quartile in the American College Testing Program, but failed to reach a 2.00 grade point average. The differentiating treatment between the experimental and control groups consisted of a peer-led counseling group experience. The "effect" of the group experience on academic behavior was measured by comparing grade point averages of the experimental and control groups. In addition, follow-up data is to be collected for three consecutive semesters. The major body of this report is a verbatim transcript of some of the group sessions. (Author/BW)

ED 069 601 SP 005 897

Voluntary Opportunities for Inspiring Coordinators for Education. Annual Report.

Washington Technical Inst., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Bureau No—Proj-008011

Pub Date Jun 71

Grant—OEG-0-70-4220(725)

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Coordination, *Instructor Coordinators, *Program Development, *Volunteers, *Volunteer Training

Identifiers—Project VOICE

This document provides a conceptual framework and programs structure that encompasses a training program for coordinators of volunteers with special emphasis on tutorial services within the public school and junior college environment. The project design includes program objectives, criteria for solving the problem, procedures, supportive services plan, and a followup of participants and results. Further emphasis is placed on methods utilized in the training programs, program evaluation, conclusions, and recommendations. A bibliography and appendixes of related program material are included. (MJM)

Journal Articles

EJ 049 311 380 JC 500 305
Volunteers at Two-Year Colleges Turn Liabilities Into Assets Benson, Lawrence L., *Synergist*, v1 n1, pp56-57, 60-61, F 71
*Junior Colleges, *Student Volunteers, *Volunteer Training, *Volunteers, *Volunteer Organizations
The heterogeneous composition of student bodies at 2-year colleges can be an advantage for student volunteer activities. The advantages, problems and innovative approaches characterizing these activities at several junior colleges are discussed and pointed out as being different from those in 4-year colleges and universities. (MN)

EJ 050 905 380 CG 503 962
Support Personnel and Counseling in Vocational Rehabilitation Auvenshine, C. D., *Rehabilitation Counseling Bulletin*, v15 n2, pp116-125, Dec 71
*Rehabilitation Counseling, *Vocational Rehabilitation, *Counselor Role, *Nonprofessional Personnel, *Manpower Needs, Personnel Needs, Job Training, Role Theory
It is believed that more and better use of support personnel will improve services to clients and relieve the manpower shortage for professionally trained counselors. Implications for recruitment, training, job classification, job assignment, role relationships with other personnel, and supervision are considered. (Author)

EJ 052 296 380 AA 511 569
Using **Parents Effectively in the School** Laing, Hugh B., *Instructor*, v81 n6, pp35, Feb 72
*Principals, *Parent Attitudes, *Nonprofessional Personnel, *Community Attitudes, *Teacher Aides, Chief Administrators, Parent Role, Volunteers
Author discusses attitudes and problems he encountered when a parental assistance program was initiated in his school. (RB)

EJ 053 564 380 CG 504 096
Description and Evaluation of Group-Work Training for Nonprofessional Aids in a School Mental Health Program Terrell, David L.; And Others, *Psychology in the Schools*, v9 n1, pp70-75, Jan 72
*Mental Health Programs, *Nonprofessional Personnel, *Training Techniques, *Educational Programs, *Group Guidance, Evaluation

EJ 055 362 510 PS 501 725
Teachers and Parents: Changing Roles and Goals Conant, Margaret M., *Childhood Education*, v48 n3, pp114-8, Dec 71
*Parent Participation, *Parent Teacher Cooperation, *Parent School Relationship, *Attitudes, *Teacher Role, Educational Responsibility, Volunteers, Change Agents, Parent Reaction
New kinds of "productive liaison" are developing between parents and school professionals, based on mutual respect and shared understandings. (Editor)

EJ 055 749 140 SE 505 681
Endpoint: Education--a Closed Shop? Little, A. N., *Education in Chemistry*, v9 n2, pp76, Mar 72
*Educational Trends, *Instructional Staff, *Paraprofessional School Personnel, *School Personnel, *Staff Role, Nonprofessional Personnel, Professional Personnel, Teaching
Discusses the attitude of the educational profession to non-teachers working in the classroom. (TS)

EJ 056 509 380 AA 512 386
Teacher-Administrator Expectations in Defining Roles for Paraprofessionals Canady, Robert Lynn; Seyfarth, John T., *Education*, v92 n3, pp99-102, Feb-Mar 72
*Paraprofessional School Personnel, *Teacher Aides, *Role Theory, *Educational Research, Employment Qualifications, Employee Responsibility
Authors use sociological role theory in this examination of the developing paraprofessional services in the schools. (MB)

EJ 056 686 450 AA 512 366
Team Training in Systematic Observation of Early Childhood Education in the Career Opportunities Program (COP) Bowman, Garda W., *Journal of Research and Development in Education*, v5 n2, pp106-48, W 72
*Educational Research, *Team Training, *Paraprofessional School Personnel, *Classroom Observation Techniques, Educational Environment, Educational Objectives, Elementary School Students, Evaluation Techniques, Measurement Instruments, [*Career Opportunities Program (COP)]
Final and complete report of the research and development summarized in this paper is available in mimeo form from the author at the Bank Street College of Education, 610 W. 112th St., New York, N.Y. 10025. (Editor/MB)

EJ 057 183 090 CG 504 451
Research and Innovation in Elementary School Guidance and Counseling Muro, James J., Ed., *Elementary School Guidance and Counseling*, v6 n4, pp291-294, May 72
*Group Counseling, *Play, *Play Therapy, *Empathy, *Nonprofessional Personnel, Elementary School Guidance, Elementary School Counseling
Two brief articles discuss: (1) Three group counseling approaches; and (2) A comparison of empathy in master's degree and lay counselors. (CJ)

EJ 058 027 380 AA 512 742
Paraprofessionals Mori, George, *Education Canada*, v12 n2, pp10-5, Jun 72
*Paraprofessional School Personnel, *Literature Reviews, *Teacher Role, *Professional Recognition, Specialization, Effective Teaching
A review of current findings on what influence paraprofessionals have on student learning and on teachers. (Editor)

EJ 059 436 380 EM 502 611
The Institutional Researcher: The Computer Center's Ally on Campus Lyons, Paul R., *AEDS Monitor*, v10 n8, pp7, Mar 72
*Computers, *Institutional Research, *Educational Planning, *Researchers, Colleges, Computer Based Laboratories

EJ 060 922 380 CG 504 668
Use of Support Personnel: Necessary Change or Passing Fancy in Rehabilitation Counseling Practice Thoreson, Richard W., *Rehabilitation Counseling Bulletin*, v15 n4, pp201-210, Jun 72
*Rehabilitation Counseling, *Rehabilitation Programs, *Nonprofessional Personnel, *Subprofessionals, *Personnel Needs
The reasons for, and the difficulties brought about by the use of support personnel in rehabilitation services are discussed. Background on the involvement of support personnel is given and the use of such paraprofessional types in other related professions is discussed. (Author)

EJ 060 928 380 JC 500 362
Student Volunteerism at the Two-Year College Benson, Laurence L., *Community Services Catalyst*, v2 n2, pp41-50, Spr 72
*Junior Colleges, *Student Volunteers, *Community Services, *Volunteers, *Community Service Programs
The advantages, problems and innovative approaches characterizing student volunteer activities at 2-year colleges are discussed. (RN)

EJ 062 430 380 CG 504 740
Paraprofessionals in Pupil Personnel Work Dawson, Susan H., *Journal of the International Association of Pupil Personnel Workers*, v16 n4, pp156-159, Sep 72
*Paraprofessional School Personnel, *Pupil Personnel Services, *School Aides, Pupil Personnel Workers

EJ 062 432 380 CG 504 749
Characteristics of Women Working as Child Aides in a School-Based Preventive Mental Health Program Sandler, Irwin N., *Journal of Consulting and Clinical Psychology*, v39 n1, pp56-61, Aug 72
*Individual Characteristics, *Mental Health Programs, *Nonprofessional Personnel, *Health Personnel, Females, Working Women
The inference is drawn from these findings that the aide group possessed more desirable attributes than the control group for the role of nonprofessional mental health worker. (Author)

EJ 062 437 380 CG 504 791
Purposeful Use of Indigenous Paraprofessionals Kase, Harold M., *Social Work*, v17 n2, pp109-110, Mar 72
*Social Services, *Economically Disadvantaged, *Nonprofessional Personnel, *Service Workers, Disadvantaged Groups, Social Workers, Rehabilitation Programs, Differentiated Staffs
The author argues that the secret of successful use of indigenous paraprofessionals in social and health services is the development of purposeful assignments, respect and meaningful status for the paraprofessionals as contributing members of a service team. (Author)

EJ 062 443 380 CG 504 817
The Disadvantaged as Paraprofessionals: Cautions and Concerns Beck, Carlton E.; Kersey, Shirley N., *Counseling and Values*, v16 n4, pp253-255, Sum 72

*Disadvantaged Groups, *Nonprofessional Personnel, *Indigenous Personnel, *Community Programs, *Objectives, Participation, Organization, Planning, Needs

Briefly presented are problems which frequently arise in community programs where local persons serve as staff. While such programs should include local residents the quality of the services must not be sacrificed too greatly lest the objectives become unattainable. The recommendations are offered to utilize more effectively those special talents of the indigenous which make them valuable workers in their communities. (CJ)

EJ 062 722 510 EC 042 336
A Model for Inservice Training of Afterclass Personnel Naiman, Doris W., *American Annals of the Deaf*, v117 n4, pp438-9, Aug 72

*Aurally Handicapped, *Cocurricular Activities, *Nonprofessional Personnel, *Inservice Education, *Models, Exceptional Child Education, Residential Schools

Briefly described is a model for inservice training of personnel who will be involved in providing a rich afterclass hours learning environment designed to foster social and educational growth in aurally handicapped children. (CB)

Doctoral Dissertations

A STUDY RELATED TO THE DEVELOPMENT OF A TRAINING PROGRAM FOR PARAPROFESSIONALS IN CALIFORNIA COMMUNITY COLLEGE COUNSELING SERVICES

Elizabeth Yip Lee BLANCHARD, Ed.D.
University of the Pacific, 1972

Chairman: Dr. W. Preston Gleason

The Problem: This study gathered data and compared professional opinions which were used to identify appropriate assignments, selection criteria, training procedures, and supervision of paraprofessional personnel for community college counseling services. A related purpose was that guidelines might be developed for the appropriate utilization, selection, preparation, and supervision of paraprofessional workers.

The paraprofessional was defined as a midlevel, auxiliary personnel trained to function as a counselor's aide. The paraprofessional is not seen as a clerk but as a specialized technician.

The Research: Data received, from the semi-structured instrument designed for the study, were tabulated in frequency tables showing percentage of responses by group to performance and supervision, selection, and training categories for each Item. Chi square statistics per Item were computed to compare group responses to performance and supervision, selection, and training categories.

The questionnaire randomly listed twenty-seven appropriate guidance and counseling activities suggested a continuum from relatively simple specific assignments to more complex functions; thirty-one suggested selection criteria; eight proposed training procedures; and one Item regarding supervision of the paraprofessional. The questionnaire was sent to California community college administrators, California community college counselors, and selected counselor-educators of California colleges and universities.

The Findings of this study were:

1. That most of the paraprofessional assignments considered appropriate were those of the indirect helping relationship categories. These activities may involve person-to-person contact but generally indirectly help counseless by improving the total counseling program, i.e., representative duties included working on vocational files, career days, routine interviews, and handling routine correspondence. In the area of direct helping relationships involving person-to-person contact, paraprofessional duties were generally restricted to the dissemination of factual information considered to be of the cognitive level. Information assumed to be assimilated at the affective level was largely reserved for dissemination by the certificated counselor, i.e., interpreting test scores to students, and assisting counselors to understand himself in relation to his social and psychological environment.

2. That most professionals perceived the one-to-one basis as the most approved supervising procedure for paraprofessionals.

3. That the most approved selection criteria reflected, characteristically, that of the minimal attributes of a professional counselor.

4. That the most favored training procedures included seminar work with on-the-job training. Also that the training program should be relatively brief, a matter of one to six months.

The Recommendations are as follows:

1. There is a need for further study of these data.

2. Studies of the paraprofessional's perception of utilization, selection, training, and supervision of paraprofessionals in counseling services are needed.

3. Studies of students as affected by paraprofessional programs are long overdue.

4. There is a need for further study of selection criteria for paraprofessional personnel in counseling services.

Order No. 72-25,746, 214 pages.

SOME EFFECTS OF SIX HOURS OF TRAINING ON THE LEVELS OF FACILITATIVE CONDITIONS IN TELEPHONE AND FACE TO FACE COUNSELING BY LAY COUNSELORS

Imogen Clapp BOWERS, Ph.D.
The University of Wisconsin, 1972

Supervisor: Professor Josiah S. Dilley

An experimental study was conducted to investigate the effects of six hours of training in facilitative conditions on lay counselors in telephone and face to face counseling interviews. Major research hypotheses were:

1. Trained lay counselors will receive higher client and independent ratings of facilitative conditions than will untrained counselors.

2. Client and independent ratings of facilitative conditions will not differ in telephone and face to face counseling interviews.

3. Rater agreement will be higher between counselor self-ratings and clients and between counselor self-ratings and independent raters when the counselors are trained than when they are untrained.

Undergraduate student volunteers were randomly assigned to experimental and control groups. The experimental group was given six hours of training following the Carkhuff didactic-experiential model. Each counselor was assigned to a single counseling interview with each of three paid clients in a counter-balanced design.

Analysis of variance of client, independent, and counselor self-ratings of empathy, respect, and genuineness revealed significantly higher independent ratings of empathy in the trained counselor group and significantly higher self-ratings in the untrained group. All other differences between trained and untrained groups failed to reach statistically significant levels. A consistent trend in the hypothesized direction was noted in the higher client and independent ratings of all three facilitative conditions in the trained group.

The hypothesis that levels of facilitative conditions would not vary in telephone and face to face counseling interviews was supported by analysis of variance. No significant differences between the two conditions were found.

Rater agreement between rating groups was generally low, and the hypothesis that trained counselors would rate themselves more similar to client and independent ratings than untrained counselors was not supported.

Results demonstrating increased levels of empathy in lay counselors after brief training and equal levels of facilitative conditions in telephone and face to face counseling were discussed in terms of implications for change in the function of professional counselors.

Order No. 72-13,072, 180 pages.

THE CAREER OF THE PARAPROFESSIONAL IN FOUR DIFFERENTIALLY STAFFED SCHOOLS

Robert Beckley EVERHART, Ph.D.
University of Oregon, 1972

Adviser: W. W. Charters, Jr.

The study was an intensive, longitudinal analysis of the careers of paraprofessionals in four schools attempting to implement a Differentiated Staffing (DS) program. Career was defined as the progression of individuals through work statuses; particular attention was given to the organizational and extra-organizational determinants and consequences of the progression among paraprofessionals in the four settings. The study examined the entry of people into the paraprofessional position, analyzed what they do while filling the position, and reviewed their plans and aspirations after a year on the job. Of especial interest in the study was an evaluation of two claims of DS proponents against the case data—that the use of paraprofessionals permits certified teachers to concentrate more time on instructional tasks and that the introduction of the paraprofessional position creates a new source of manpower for recruitment into the teaching occupation.

Data were collected through the field study method, and involved first-hand observations, structured and unstructured interviews, and the analysis of records and documents. The four schools in the study were two elementary schools, one intermediate school, and one senior high school. The investigator spent the better part of the school year at the intermediate school and interviewed paraprofessionals in all of the schools. Participant observers who were in the other three schools on a related study supplied information to supplement the interviews.

The study began by examining the characteristics of the 43 people in the paraprofessional position. On the basis of career history and career outlook, three career types were constructed—Homemakers, Seekers, and Thwarted Teachers. The people included in these types had different career histories and had different reasons for initially accepting the position. Homemakers had taken the job with no long-range occupational goal in mind. Seekers had taken the job for the purpose of exploring occupational alternatives. Thwarted Teachers were fully-certified teachers direct from college who had been unable to find a teaching position and who had hoped that the paraprofessional job would lead to a regular classroom assignment the next year.

The formation of work roles occurred largely through a negotiation process between the teacher and the paraprofessional. Many paraprofessionals exerted considerable influence in this negotiation process. This appeared to be so because of the teachers' dependency on the paraprofessionals in carrying out many classroom activities. What the paraprofessionals did on the job was significantly related to the role orientation which they brought to the job. Various organizational factors influential in shaping the paraprofessionals' work roles were also identified.

Work experiences had differential effects on the career plans of the paraprofessionals. Homemakers finished the year with no occupational plans beyond the present job, although their work experiences were important in their decision to remain a paraprofessional. Thwarted Teachers had always planned to enter teaching. Although some were frustrated in their work role, all had decided to continue their search for a teaching position. Some Seekers had, during the course of the year, decided to enter teaching. The year's work experience seemed particularly influential in their career decisions.

The paraprofessionals' careers had certain implications for the manner in which the schools carried out instruction. Paraprofessionals did not universally relieve teachers of routine activities, although this may have resulted in part from a conscious effort by the schools involved. In addition, the job did not encourage large numbers to enter teaching, a factor related to the characteristics of the people who entered the position and their performance on the job. Thus, the careers of the paraprofessionals were of significance both to the incumbents and the organizations in which they worked.

Order No. 72-20,916, 203 pages.

A COMPARISON OF THE RECOGNITION OF PSYCHOPATHOLOGY AND ATTITUDES TOWARDS MENTAL ILLNESS BETWEEN PARAPROFESSIONALS AND PROFESSIONALS IN COUNSELING AGENCIES

Miriam F. HIRSCH, Ed.D.
University of Massachusetts, 1971

Director: Dr. Ronald Fredrickson

This study compared counseling paraprofessionals with counseling professionals in their recognition of maladaptive behavior and their degree of expressed social distance from ex-mental patients. Twenty professionals, randomly sampled, and a total of twenty paraprofessionals were utilized as subjects in this study. The subjects were drawn from agencies whose manifest purpose was counseling, or agencies which had a counseling function as part of a comprehensive program.

A paraprofessional was defined as an indigenous who had no more than fifteen semester hours of college courses, who was not enrolled in a degree program and who had been exposed to a minimum of a two-week training program.

The professional was defined as a person with a minimum of a Master's Degree in counseling, social work, or clinical psychology.

The subjects were interviewed by two trained interviewers who used a modification of Star's questionnaire developed by the National Opinion Research Center of Chicago and the social distance scale developed by Cummings (1957).

Responses from the two groups were compared. Chi-square tests were computed and the median test was used to determine the significance of the difference between the two groups. In addition, two trained professionals who had not participated in the study rated the answers to the questions relating to Star's vignettes which asked, "What do you think makes him act this way?" The answers were rated "P" for a psychiatric orientation, "R" for a rational-normative orientation and a "P-R" for a combination of both.

It was hypothesized that there would be a significant difference between the paraprofessionals and the professionals representing different socio-economic classes in their responses to the questions on both instruments.

The results of the study reveal the following findings:

1. The counseling paraprofessional and the counseling professional did not differ significantly (at .05 level) in their identification of mental illness as measured by the attitude questionnaire developed by Star.

2. The counseling paraprofessional and the counseling professional differed significantly (at .05 level) on only one item on the Cummings Social Distance Scale. A significantly larger number of paraprofessionals than professionals answered "Agree" to the statement, "I can imagine myself falling in love with a person who has been mentally ill." The researcher's hypothesis that the scale would reveal a significantly greater degree of social distance from an ex-mental patient by paraprofessionals was therefore not supported.

3. There was a significant difference between the two groups in their explanation of the reasons for the behaviors described in each of the five vignettes.

The above results suggest that in spite of social class differences, paraprofessionals do appear to perceive behavior as maladaptive in the same manner as professionals on the Star questionnaire. Paraprofessionals seem also to express a similar degree of social distance from an ex-mental patient as professionals and in one case less social distance.

Further findings in this study suggest that more work needs to be done on the perceptions of professionals to determine whether changes have taken place and the influence of these changes on diagnosis of mental illness. Analysis of the extent of and type of training paraprofessionals are receiving is indicated.

Order No. 72-10,122, 179 pages.

PARAPROFESSIONALS IN OCCUPATIONAL EDUCATION: AN INNOVATION IN A NON-URBAN HIGH SCHOOL

Robert John LOUGHRY, Ed.D.
The Pennsylvania State University, 1971

This was a study of paraprofessionals in occupational education which used an innovative approach in an attempt to arrive at an exemplary set of standards for professional educators to use when teacher aides are added to the staff in occupational education departments in non-urban high schools.

Through a process of job analysis and observation answers were sought for these questions: (1) What [illegible] characteristics of persons to serve as teacher aides in vocational agriculture? (2) What are the routine clerical duties which may be assigned to teacher aides in vocational agriculture? (3) What are the specific technical duties which may be assigned to teacher aides in vocational agriculture in Pennsylvania where a given unit of instruction is being taught? (4) How should the role of the teacher of vocational agriculture change when a teacher aide is involved in the instructional program?

Records of tasks performed by the teacher aide employed in 1970-71 in the Fort Cherry High School, McDonald, Pennsylvania were kept on forms titled the Diary of Teacher Aide Skills for Vocational Agriculture. These records combined with observation records kept by the teacher, school administrators and the investigator were used to answer the above questions. In addition, a unit of study, Quality Milk Production, published by the Department of Agricultural Education, The Pennsylvania State University, was analyzed to determine which specific tasks could be performed by the teacher aide. The assignments were made, the unit was taught, and detailed diary records were kept.

It was discovered that the teacher aide performed 31 different non-instructional tasks and 20 different instructional tasks. The decision was made that many instructional tasks could be assigned to the teacher aide provided the work was done under the supervision of the teacher. Further, it was found that administrative decisions may be made in advance of instruction time. Arrangements can be made which provide for assigning specific instructional and non-instructional duties to the teacher aide when a given unit of instruction is to be taught.

The main conclusions were: (1) The teacher aide should have the ability to relate to people. (2) The intelligence of the teacher aide should be well above average. (3) A farm background for a teacher aide in vocational agriculture is important. (4) The teacher aide should be physically and mentally healthy. (5) The teacher aide in vocational agriculture should have demonstrable mechanical skills. (6) There was insufficient evidence to conclude that the teacher aide in vocational agriculture should be a man. (7) The teacher aide would benefit from training in clerical skills. (8) The teacher aide could do almost all of the non-instructional tasks of the department of vocational agriculture. (9) The teacher aide could be involved in the instructional processes with the teacher of agriculture supervising. (10) It is possible to assign specific tasks to a teacher aide when the instructor is teaching a specific unit. (11) The role of the teacher of vocational agriculture will change in desirable ways when he has a teacher aide on his staff.

These recommendations were made for further study: (1) Determine the tasks in vocational agriculture which should be done only by a certified teacher. (2) Determine whether vocational agriculture students learn as much or more when taught in departments employing teacher aides as in those with only professionally qualified teachers of agriculture. (3) Determine objective criteria to use in evaluating work done by a teacher aide in vocational agriculture. (4) Determine how many teacher aides a teacher of vocational agriculture could supervise effectively. (5) Determine how much of the teacher's time is spent in non-instructional tasks.

Recommendations for action included: (6) A program for state certification for paraprofessionals should be developed. (7) A training program should be developed for paraprofessional personnel (suggested program outline included). (8) The organization of some part of the paraprofessional staff within the school may be structured around specialized skills. (9) Each teacher aide should be given specific instruction before he begins work. (10) Teacher education should include practice in supervising a teacher aide (suggestions included).

Order No. 72-12,890, 121 pages.

EFFECTS OF SUB-PROFESSIONAL GROUP COUNSELING WITH PROBATIONERS AND PAROLEES

Philip Thomas McCARTY, Ph.D.
The University of Florida, 1971

Chairman: James L. Lister

The purpose of this study was to investigate the effectiveness of noninstitutional, sub-professional group counseling with probationers and parolees on the criteria of recidivism and personality change. The first hypothesis concerned the short-term effects of sub-professional group counseling with urban male probationers and parolees between the ages of 16 and 30. The 30 subjects in the experimental group attended between 6 and 25 sessions of group counseling during their first six months of probation or parole. The 66 subjects in the control group were maintained under regular individual supervision. All subjects were studied for recidivism (arrests) during their first six months of probation or parole.

The second hypothesis concerned the long-term effects of sub-professional group counseling with urban male probationers and parolees between the ages of 16 and 30. The 17 subjects in the experimental group attended between 13 and 26 sessions during their first six months of probation or parole. The 45 subjects in the control group were maintained under regular supervision. All subjects were studied for recidivism during a follow-up period varying from 8 to 27 months following the treatment period.

The third hypothesis dealt with the effects of group counseling on rural male, Negro probationers and parolees. The 18 subjects in the experimental group attended between 13 and 33 group-counseling sessions during a period of approximately one year, while the 30 subjects in the control group remained under regular supervision. All subjects were studied for recidivism during a one-year follow-up period running concurrently with the treatment period.

The fourth hypothesis concerned personality change as the result of group counseling with urban male probationers between the ages of 17 and 26. The 12 subjects in the experimental group attended 15 sessions of group counseling while the nine subjects in the control group were maintained under regular supervision. All subjects were studied for changes on the Socialization (So) and the Responsibility (Re) scales of the California Psychological Inventroy (CPI). The treatment in all four hypotheses was group counseling led by a probation and parole supervisor with a bachelor's degree in education and in-service training in group counseling. The Fisher Exact Probability Test was applied to the data for the first three hypotheses while an analysis of variance was performed on those of the fourth hypothesis. Significant differences ($p > .05$) were found neither on the first hypothesis, primarily due to the brevity of the follow-up period, nor on the fourth hypothesis, due to a variety of intervening variables.

However, significant differences ($p < .05$) in the expected direction were found on the second and third hypotheses, supporting the effectiveness of the sub-professional group counseling with probationers and parolees on the criterion of recidivism.

A major limitation was a differential time factor in the first three hypotheses, the control groups having been selected during a period prior to that of the experimental group. However, no significant differences ($p > .05$) in recidivism were found between the two periods. Also, the control group for the fourth hypothesis was selected from a different geographical area than the experimental group.

It was recommended that the study be replicated, eliminating the differential time and geographical factors. Also, future studies might control more consistently for race, probation and parole status, and urban and rural differences. Each of these variables was controlled in only one hypothesis.

Despite the limitations involved, it was concluded on the basis of data for the second and third hypotheses that the treatment was effective in reducing arrests.

Order No. 72-12,487, 66 pages.

THE EFFECTS OF TRAINING EX-DRUG ABUSERS AS PARAPROFESSIONAL COUNSELORS IN THE COMMUNITY COLLEGE

Virginia Lee **NOBLE**, Ph.D.
Arizona State University, 1972

Chairman: Dr. Robert Heimann

Statement of the Problem

The purpose of this investigation was to assess the effectiveness of a short-term training program in the development of four specific verbal communication skills for one group of peer counselors who were ex-drug users. The criterion measures employed were the affective, understanding, specific and exploratory dimensions in the Counselor Verbal Response Scale (CVRS), the Total P scores on the Tennessee Self Concept Scale (TSCS), and the scores on the Rotter Internal-External Control Scale (I-E Scale).

Procedures

The population consisted of 16 volunteer community college peer counselors at Phoenix College during the spring semester, 1971. Ten students were randomly selected for the training group.

A pre- and post-test design was utilized. The Wilcoxon matched-pairs signed-ranks test was used to analyze the pre- and post-training data and the CVRS and the TSCS. The Spearman rank-order correlation coefficient test was used to analyze data from the CVRS and the I-E Scale. Differences at the .05 level of confidence were considered significant on all measures.

The 45-hour training program consisted of six distinct steps: (*a*) Observation of client-counselor modeling videotapes, (*b*), Role playing responses to client modeling videotape, (c) Role playing responses to a video Affect Simulation Tape, (*d*) Videotaped group evaluation meeting followed by Interpersonal Process Recall (IPR), (*e*) Rating of complete counseling session on audiotape, and (*f*) Individual videotaped role playing of client-counselor followed by IPR.

Results

Statistical analysis of the data indicated that significant differences existed on the affective, understanding, specific, exploratory and effectiveness dimensions of the CVRS when comparing pre- and post-training data from trainees interacting with an actor-client. All differences were significant at the .05 level of confidence, or better, in these analyses.

Statistical analysis of the data indicated that there were no significant differences between pre- and post-training data from the TSCS to indicate any instability in self-concept after the training.

Statistical analysis of the data from the pre-training I-E Scale when compared to scores on the effectiveness dimension of the CVRS indicated a significant inverse relationship between internal scores (low scores) and an increase in effectiveness ratings.

Conclusions

The conclusions resulting from this study were relevent only to the effect of the entire training program and not to any single phase of the training sequence. The statistical analyses indicated the usefulness of the training program in teaching communication skills to nonprofessionals who are ex-drug users. Specific skills were identified as affective, understanding, specific and exploratory responses and were operationalized sufficiently to be taught to a population of peer counselors.

The evidence derived from the results of the study indicated that not only was the training model effective, but the experience had no significant effect on the stability of self-concepts of the trainees. The analyses of I-E Scale data indicated a potential for predictive usefulness in selecting trainees for most possible learning gain through this training experience. These significant findings confirm the effectiveness of the IPR centered training model and, as such, have important implications for the education of paraprofessional counselors.

Order No. 72-30,134, 147 pages.

A STUDY OF THE SELECTION, TRAINING AND UTILIZATION OF PARAPROFESSIONALS IN COUNSELING

David Arthur WANGEN, Ed.D.
University of South Dakota, 1971

Supervisor: Assistant Professor Leo M. Harvill

Purpose of the Study

It was the purpose of this study to gather data from the existing programs and other sources that might be helpful in developing a paraprofessional counselor program. Specifically an attempt was made to: (1) identify the practices and techniques used in training programs for paraprofessional counselors, (2) discover the roles being played by paraprofessional counselors in public schools, and (3) develop a model and rationale for organizing and implementing a program of paraprofessional counselor selection, training, and utilization.

Procedures of the Study

Two phases of research were conducted in the accumulation of material concerning paraprofessional counselor programs. Phase one consisted of a review of the literature. Phase two consisted of a search for actual operational programs of paraprofessional counselor training and/or utilization.

The research findings, as evidenced by the professional literature, unpublished reports, and descriptions of on-going programs, were synthesized and integrated. As a result of this synthesis a model and rationale for selection and training of paraprofessional counselors was proposed.

Findings

(1) In recent years paraprofessional counselors have been employed in public schools on a limited basis.

(2) The consensus of the literature for selection of paraprofessional counselors is that they should be selected on the basis of "natural" traits that meet the needs of the local situation.

(3) Training for paraprofessionals is in essence continuous because of the provision for close supervision throughout their employment. The literature generally indicates that if there is to be formal training it should be short in duration, experiential in nature, and designed to further develop the "natural" gifts for communication and human relationships for which they were originally selected.

(4) Two methods used to judge individual paraprofessionals were: (a) to compare their personal attributes to those commonly found among effective professional counselors, and (b) to judge the effect upon pupils seen by the paraprofessionals.

(5) There appears to be a growing realization that carefully selected, minimally trained, well supervised paraprofessionals can provide effective direct helping relationships, especially to those youngsters whose counseling needs have not been met due to ethnic or socio-economic barriers between themselves and the professional counselor.

(6) The most often reported training technique was on-the-job training as part of the on-going supervision done by the professional counselor. Under this system and at the discretion of the supervising counselor, paraprofessionals have been judged to be successful at most activities generally deemed appropriate for counselors.

(7) The key points stated in the model are: (a) selection should be on the basis of "natural" traits of the candidates as demonstrated through behavior during the selection process, (b) the major portion of the training should be through continuous on-the-job supervision, and (c) the paraprofessional's role will be dictated by the needs of the students, judgment of the supervising counselor, and capacity of the paraprofessional.

Order No. 72-8391, 224 pages.

A COMPARISON OF FOUR PARAPROFESSIONAL TRAINING TECHNIQUES

Anthony Ralph PERINO, Ph.D.
Southern Illinois University, 1971

Major Professor: Steven J. Danish

The purpose of this investigation was to evaluate the relative effectiveness of four specific training programs for paraprofessional helpers. The four training procedures under study were: *(a)* an integrated Basic Helping Skills Program, *(b)* programmed and self-instruction, *(c)* experiential, and *(d)* lecture. The relative effectiveness of each of these training programs was determined by measuring the degree to which the trainees became more self-actualized and improved their facilitative skills.

The primary reason for conducting this investigation was the lack of existing research evidence suggesting that one method of training paraprofessionals was any more effective than another. Although studies supporting particular training procedures were found, it was noted that in most cases effectiveness was established by comparing a training procedure to a no-contact control group. The present study, however, has provided an opportunity to compare the four different training procedures against each other as well as against a control group.

Hypotheses

The two major hypotheses of this research project were: *(a)* that the four paraprofessional training programs are not equally effective and *(b)* that the integrated Basic Helping Skills Program is more effective than the other three training procedures in helping paraprofessionals acquire the skills deemed necessary for counseling success. These hypotheses stem not only from previous paraprofessional research findings but also from current learning theory and instructional research as well.

Procedure

The sample consisted of 75 college students, 74 of whom were undergraduates. Sixty students were assigned to the four training groups, 15 per group. All but three of these 60 students had been selected as resident fellows and were involved in these training programs as a job requirement. The 15 students assigned to the control group had been selected as resident fellow alternates. They were randomly selected from the entire list of alternates. The controls were a no-contact control group and were only involved with the project during pre- and posttesting.

The effectiveness of the training procedures was determined using the following criteria: *(a)* the Affective Sensitivity Scale, *(b)* the two basic scales of the Personal Orientation Inventory, *(c)* the Discrimination Index, *(d)* the Truax Accurate Empathy Scale, and *(e)* an achievement test. In addition, the Instructional Evaluation Form was administered to provide feedback concerning the trainees' degree of satisfaction with the program.

F ratios were used in computing the one-way analysis of variance tests for each of the criteria measures, and the Tukey Multiple Comparison Technique was selected for use when the *F* tests reached significance at the .05 level. Correlational tests of significance were also performed which assessed the relationships between the students' performance on the achievement test and their corresponding performance on the Affective Sensitivity Scale, the Personal Orientation Inventory, the Discrimination Index, and the Truax Accurate Empathy Scale. As a supplementary statistical analysis, an intercorrelational matrix was computed for all possible pairs of criteria scores to insure that each of the outcome measures used were assessing different dimensions of the trainees' facilitative skills.

Results

The statistical results of this investigation were clear. All *F* tests used to evaluate training group differences on the various criteria failed to reach significance. This failure to support the initial hypotheses led to a further investigation of the data. When *t* tests were used to evaluate the differences between the Basic Helping Skills Program and the control group on six criteria, three were found to be significant at the .05 confidence level. Although no statements were made referring to the statistical significance of the findings, careful consideration was given to the practical significance of the results which seemingly supported the Basic Helping Skills Program.

Order No. 72-10,282, 155 pages.

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